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ABSTRACT

This paper presents a study conducted to explore the relationship between perceived security, affiliation, self esteem, autonomy, and self actualization, and degree of job satisfaction as reported by urban high school teachers. The control variables used include teachers' age, gender, marital status, length of service, salary, family income, school size, absences due to personal and family illness, and perception of available resources. Questionnaires were sent to 900 high school teachers in a major city school district in the northeastern United States. Data were analyzed using the Statistical Package for the Social Sciences (SPSS). It was found that: (1) the basic relationship between job satisfaction and needs fulfillment was confirmed; (2) a large number (38.4 percent) of the respondents did not fit into the hierarchical arrangement of needs; (3) availability of resources and length of service contributed independently to and served as mild predictors of job satisfaction; and (4) marital status and perception of availability of resources had significant relationships with needs fulfillment. It is concluded that needs are not necessarily fulfilled hierarchically, and that job satisfaction depends upon the fulfillment of individually perceived needs. Suggestions on how to prevent teacher burnout are also provided. (AOS)

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THE RELATIONSHIP BETWEEN JOB SATISFACTION AND NEEDS FULFILLMENT AMONG URBAN HIGH SCHOOL TEACHERS

by

Kathleen Kreis

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THE RELATIONSHIP BETWEEN JOB SATISFACTION AND NEEDS FULFILLMENT AMONG URBAN HIGH SCHOOL TEACHERS

Kathleen Kreis

Introduction

Mention the word "burnout" to a group of teachers these days and at least some of them nod or sigh. Teachers experiencing burnout report feelings of being used up, a loss of enthusiasm for teaching, a loss of commitment to teaching, an energy drain so severe as to prevent them from fully performing the role of teacher. Pines calls teacher burnout physical, emotional, and attitudinal exhaustion (Scrivens, 1979; Time, 1980). Symptoms of burnout include brief or prolonged periods of irritability, worry, frustration, tiredness, and the appearance of physical ailments--backaches, headaches, and ulcers (Instructor, 1979). Teachers cite many causes for burnout: disruptive, disinterested students, few chances for involvement in building or district-wide

decision-making, blocked or limited opportunities for advancement, lack of support from administrators, parents, school board, and community, and equal pay regardless of effort or accomplishment (Instructor, 1979; Fox, 1979; Wall Street Journal, 1979). Attesting to the magnitude of the problem of teacher burnout is the National Education Association finding that one-third of the portion of its membership sampled said they would rather be in an occupation different from teaching (Wall Street Journal, 1979; Time, 1980).

Many recent articles in educational journals suggest remedies for teacher burnout--exercise, hobbies, pets, parties. Burnout conferences and workshops are advertised. Anti-burnout books and kits are for sale. A hotline has been established in Largo, Florida for teachers to talk out their worries and concerns. Centers have been opened throughout the country to offer professional development opportunities for teachers. Yet, however helpful, such remedies aim only at the individual teacher and not at the teaching situation. The teacher may be bolstered and prepared for stress, but the deleterious teaching environment remains unchanged.

Although the phrase "teacher burnout" is new, the problem is one of long standing, having its origins in the problem of job satisfaction. New attention to job satisfaction in the teaching environment will hopefully yield

valuable insights about teacher burnout.

Statement of the Problem

The problem of teacher burnout is rooted in that of job satisfaction. Literature suggests that job satisfaction is related to self-perception of needs fulfillment through work. A study was conducted to explore the relationship between perceived security, affiliation, self-esteem, autonomy, and self-actualization and the degree of job satisfaction teachers report in an urban high school setting. Teachers' age, gender, marital status, salary, family income, length of service, size of school, absence for personal and family illness, and perception of availability of resources served as controlling variables. The study attempted to identify teachers along the job satisfaction continuum as satisfied, neutral, or dissatisfied.

The following hypotheses and research questions were formulated:

Hypotheses

H1 Teachers who perceive themselves as having security, affiliation, self-esteem, autonomy, and self-actualization will perceive themselves as having greater job satisfaction than any other teachers.

H2 Teachers who perceive themselves as having security, affiliation, self-esteem, and autonomy will perceive themselves as having less job satisfaction than those teachers who perceive themselves as having security, affiliation, self-esteem, autonomy, and self-actualization.

H3 Teachers who perceive themselves as having security, affiliation, and self-esteem will perceive themselves as having less job satisfaction than those teachers who perceive themselves as having security, affiliation, self-esteem, and autonomy.

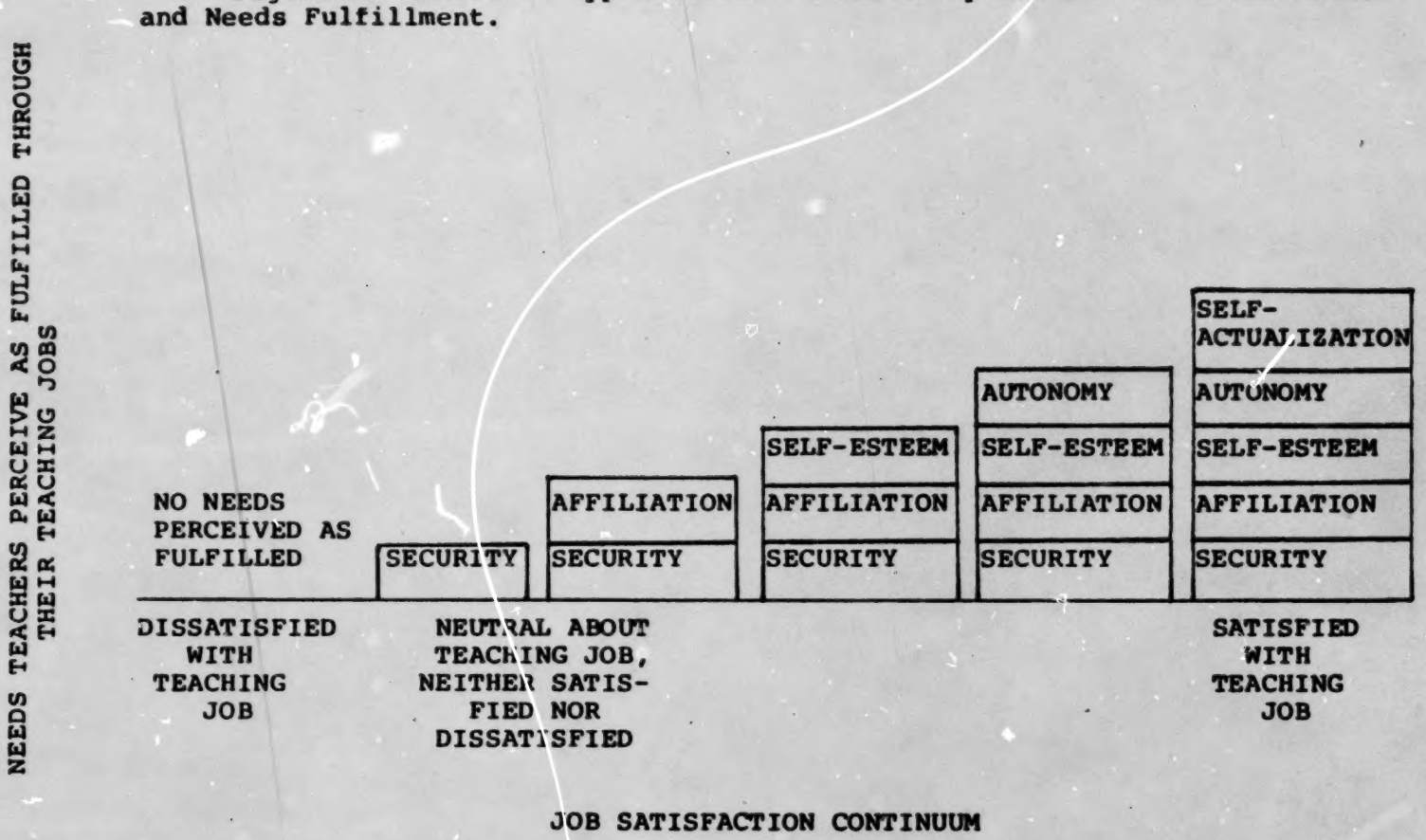
H4 Teachers who perceive themselves as having security and affiliation will perceive themselves as neither satisfied nor dissatisfied.

H5 Teachers who perceive themselves as having security will perceive themselves as neither satisfied nor dissatisfied.

H6 Teachers who perceive themselves as having low security, low affiliation, low self-esteem, low autonomy, and low self-actualization will perceive themselves as dissatisfied.

Figure 1 illustrates the pattern of the hypothesized relationship between job satisfaction and needs fulfillment.

Figure 1. Model of Hypothesized Relationship Between Job Satisfaction and Needs Fulfillment.



Research Questions

1a What is the relationship between teachers' age and the level of job satisfaction teachers perceive?

1b What is the relationship between teachers' age and the level of needs fulfillment teachers perceive?

2a What is the relationship between teachers' gender and the level of job satisfaction teachers perceive?

2b What is the relationship between teachers' gender and the level of needs fulfillment teachers perceive?

3a What is the relationship between teachers' marital status and the level of job satisfaction teachers perceive?

3b What is the relationship between teachers' marital status and the level of needs fulfillment teachers perceive?

4a What is the relationship between teachers' salary and the level of job satisfaction teachers perceive?

4b What is the relationship between teachers' salary and the level of needs fulfillment teachers perceive?

5a What is the relationship between teachers' family income and the level of job satisfaction teachers perceive?

5b What is the relationship between teachers' family income and the level of needs fulfillment teachers perceive?

6a What is the relationship between teachers' length of service and the level of job satisfaction teachers perceive?

6b What is the relationship between teachers' length of service and the level of needs fulfillment teachers perceive?

7a What is the relationship between size of school and the level of job satisfaction teachers perceive?

7b What is the relationship between size of school and the level of needs fulfillment teachers perceive?

8a What is the relationship between teachers' absence for personal illness and the level of job satisfaction teachers perceive?

8b What is the relationship between teachers' absence for personal illness and the level of needs fulfillment teachers perceive?

9a What is the relationship between teachers' absence for family illness and the level of job satisfaction teachers perceive?

9b What is the relationship between teachers' absence for family illness and the level of needs fulfillment teachers perceive?

10a What is the relationship between teachers' perception of availability of resources and the level of job satisfaction teachers perceive?

10b What is the relationship between teachers' perception of availability of resources and the level of needs fulfillment teachers perceive?

Methodology

To test the hypotheses and to answer the research questions posed in the study, questionnaires were used to gather data from teachers in urban high schools.

Population

The population for the study consisted of all high school teachers in a major city school district in the northeastern

United States. With a total teaching staff of over 3100, the district has approximately 900 high school teachers. Close to 47,000 students attend the district's 59 elementary schools and 18 high schools.

Procedure for Data Collection

Permission to conduct the study was sought and received from the district as was endorsement from the teachers' union.

Nine hundred twenty-two questionnaires were distributed, one to each teacher in each of the 18 high schools. Four hundred eighty-seven or 52.82 percent were returned.

Instrumentation

The Job Satisfaction Index (Brayfield and Rothe, 1951) was used to measure the dependent variable, degree of job satisfaction. The Job Satisfaction Index consists of 18 items, is simply, clearly worded, takes about four minutes to complete, and provides a view of general job satisfaction.

The Need-Satisfaction in Work Survey, Part D (Schaffer, 1953) was used to measure the independent variables--security, affiliation, self-esteem, autonomy, and self-actualization. Part D consists of 24 questions which measure the degree to which certain individual needs are satisfied in a person's job. The questions in Part D were grouped by the researcher into categories to measure needs for security, affiliation, self-esteem, autonomy, and self-actualization. Part D

questions are simple and completable in about four minutes.

Both the Job Satisfaction Index and the Need-Satisfaction in Work Survey, Part D, were modified by the researcher to apply specifically to teaching rather than to jobs in general. These modifications were made by replacing words such as "work" and "job" with terms such as "teaching job" and "school."

For purposes of dividing and categorizing respondents and their responses, ten demographic questions were posed to determine teachers' gender, age, marital status, salary, total family income, length of service, size of school, days absent for personal and family illness, and perception of availability of resources. About two minutes were needed to answer the demographic questions.

Thus, a 52 item questionnaire which included the Job Satisfaction Index, Part D of the Need-Satisfaction in Work Survey, and ten demographic questions was distributed to teachers.

Procedure for Data Analysis

Using Statistical Package for the Social Sciences (1976) for data analysis, a scatter diagram was used to evaluate the relationship between the dependent variable, job satisfaction, and the independent variable, needs fulfillment. One-tailed t-tests were used to evaluate hypotheses 1, 2, and 3. Mean job satisfaction scores were compared to

the Brayfield and Rothe neutral job satisfaction score to evaluate hypotheses 4, 5, and 6. Two-tailed t-tests and analyses of variance were used to evaluate the relationship between the control variables and job satisfaction. Cross-tabulations were used to determine the relationship between the control variables and needs fulfillment. Stepwise regression (SPSS, 1976) was used to further examine the relationships between the control variables and job satisfaction.

Data Analysis

Job Satisfaction

The distribution of scores on the Job Satisfaction Index is presented in Table 1 and illustrated in Figure 1.

TABLE 1

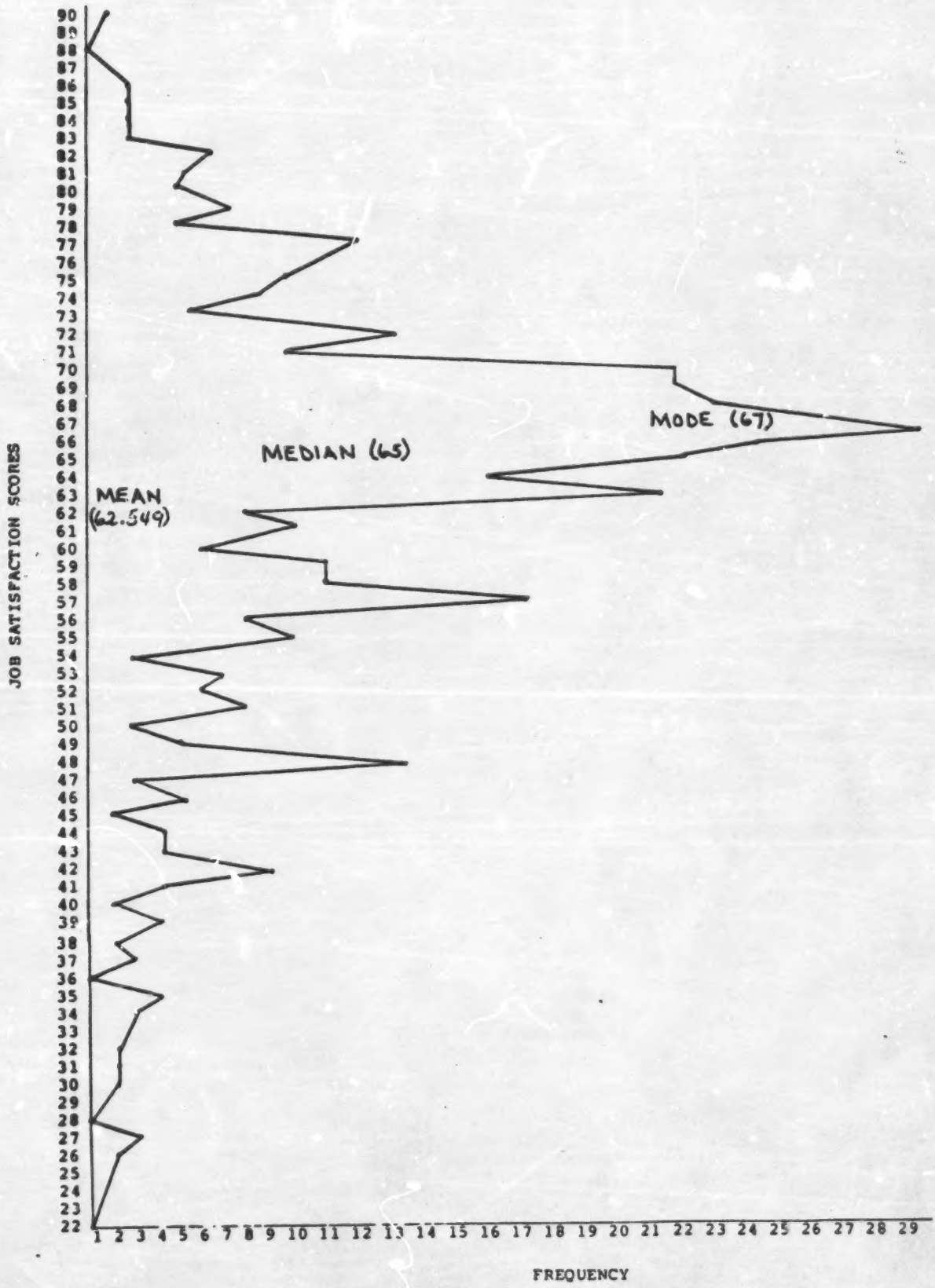
RANGE, MEAN, MEDIAN, MODE, AND STANDARD DEVIATION OF JOB SATISFACTION SCORES AMONG RESPONDENTS (N=483)*

Range	22 - 90 (theoretically 18 - 90)
Mean	62.549
Median	65
Mode	67
Standard deviation	12.762

The mean score on the Job Satisfaction Index of 62.549, greater than the neutral position score of 54, indicates a

*Four cases were determined to be out of range.

Figure 2. Distribution of Job Satisfaction Scores.



tendency for respondents to perceive themselves as somewhat satisfied with their teaching jobs. The observed range of 22-90 shows that although none of the respondents indicated complete dissatisfaction, the observed range closely approximates the theoretical range and indicates a high degree of variance. Although scores cluster more around the mean, there are high and low scores to correlate with the needs fulfillment findings. Figure 1 illustrates that the distribution has a slight negative skew. The closeness of the mean and the median indicates a dispersion of scores.

Needs Fulfillment

The Need-Satisfaction in Work Survey, Part D, was used to measure needs fulfillment. Four questions per need were used to measure the five needs areas: security, affiliation, self-esteem, autonomy, and self-actualization. The instrument was used to group respondents in categories reflecting a hierarchical fulfillment of their needs. The following seven categories were created by the researcher:

1. Category 6 included those teachers whose needs for self-actualization, autonomy, self-esteem, affiliation, and security were fulfilled.
2. Category 5 included those teachers whose needs for autonomy, self-esteem, affiliation, and security were fulfilled, but whose needs for self-actualization were not fulfilled.
3. Category 4 included those teachers whose needs for self-esteem, affiliation, and security were ful-

filled, but whose needs for autonomy and self-actualization were not fulfilled.

4. Category 3 included those teachers whose needs for affiliation and security were fulfilled, but whose needs for self-esteem, autonomy, and self-actualization were not fulfilled.

5. Category 2 included those teachers whose needs for security were fulfilled, but whose needs for affiliation, self-esteem, autonomy, and self-actualization were not fulfilled.

6. Category 1 included those teachers whose needs for security, affiliation, self-esteem, autonomy, and self-actualization were not fulfilled.

7. Category 9 was established to include those teachers whose needs fulfillment did not fit into any of the other categories.

Table 2 presents the mean and the standard deviation for each need and the score, one-half standard deviation below the mean, which was used as the index of need satisfaction.

TABLE 2

MEAN, STANDARD DEVIATION, AND INDEX OF SATISFACTION FOR EACH NEED AREA (N=487)

Need	Mean	Standard Deviation	Index (½ standard deviation below mean, rounded off)
Self-actualization	12.115	3.964	10
Autonomy	11.797	4.099	10
Self-esteem	13.821	3.972	12
Affiliation	13.175	3.901	11
Security	13.912	3.764	12

On the Likert scale for the instrument, a response of 2 signified very well satisfied and a response of 3 signified well satisfied. As one can conclude from Table 2, for each index of need satisfaction, the number, one-half standard deviation below the mean, is 12 or under. The number 12 is equal to an average response of 3 for each of the four items in each needs area. Therefore, the average response of well satisfied served as the index of satisfaction for those needs, self-esteem and security, where the index was 12. In the cases of self-actualization, autonomy, and affiliation where the indexes were 10, 10 and 11 respectively, the index for each was a number with the average response falling between 2 and 3; that is between very well and well

satisfied.

Using the indexes for each needs area, the following categories of needs fulfillment were established, as presented in Table 3.

TABLE 3

CATEGORIES OF NEEDS FULFILLMENT
(N=487)

Category	Needs Fulfilled	Number	Percentage of Respondents
1	None	224	46.0
2	Security	41	8.4
3	Security, Affiliation	4	.8
4	Security, Affiliation, Self-esteem	2	.4
5	Security, Affiliation, Self-esteem, Autonomy	8	1.6
6	All	21	4.3
9	Did not fit in hierarchical arrangement	187	38.4

From Table 3 one can conclude that nearly half of the teachers, 46 percent, indicated that none of the needs areas was fulfilled for them through their teaching jobs, while the responses of over one-third of the teachers, 38.4 percent, were such that they did not fit into the hierarchical arrangement of needs suggested in the hypotheses. Therefore, those responses which indicated some or all areas of needs

fulfilled and did so in accordance with the hierarchical structure suggested in the hypotheses fell into categories 2, 3, 4, 5 and 6 which all together constituted only 15.5 percent of the respondents. The small percentage substantially limits the numbers of scores in certain categories to be correlated with job satisfaction scores.

The Relationship Between Job Satisfaction and Needs Fulfillment

Using a two-tailed test of significance, a .196 correlation or higher is required for significance at the .05 level ($n \geq 120$). Such analysis was performed. A significant positive correlation was found ($r = .3674$, $p < .05$) between job satisfaction and needs fulfillment. Thus, the more of their needs teachers perceived as fulfilled through their jobs, the more job satisfaction they reported.

Results

Table 4 summarizes the findings regarding the hypotheses. One-tailed tests were used to test for significance at the .05 level.

TABLE 4

SUMMARY OF THE DATA CONCERNING THE HYPOTHESES

Summary Statement of the Hypothesis	Observed Correlation With Needs Fulfillment	Correlation in the Predicted Direction	Hypothesis Confirmed at the .05 Level
H1 Teachers who perceive themselves as having security, affiliation, self-esteem, autonomy, and self-actualization will perceive themselves as having greater job satisfaction than any other teachers.	3.96	Yes	Yes
H2 Teachers who perceive themselves as having security, affiliation, self-esteem, and autonomy will perceive themselves as having less job satisfaction than those teachers who perceive themselves as having security, affiliation, self-esteem, autonomy, and self-actualization.	-3.30	Yes	Yes

TABLE 4 (continued)

Summary Statement of the Hypothesis	Observed Correlation With Needs Fulfillment	Correlation in the Predicted Direction	Hypothesis Confirmed at the .05 Level
H3 Teachers who perceive themselves as having security, affiliation, and self-esteem will perceive themselves as having less job satisfaction than those teachers who perceive themselves as having security, affiliation, self-esteem, and autonomy.	1.26	No	No

	Neutral Score (Brayfield and Rothe, 1951)	Mean Job Satisfaction Score of Respondents	Hypothesis Confirmed
H4 Teachers who perceive themselves as having security and affiliation will perceive themselves as neither satisfied nor dissatisfied.	54	64.5000	No
H5 Teachers who perceive themselves as having security will perceive themselves as neither satisfied nor dissatisfied.	54	60.8537	No
H6 Teachers who perceive themselves as having low security, low affiliation, low self-esteem, low autonomy, and low self-actualization will perceive themselves as dissatisfied.	54	58.9063	No

The hypotheses summarized in Table 4 were constructed to find out if the degree of job satisfaction teachers reported correlated with their perceptions of fulfillment of a hierarchy of needs. As one can conclude from Table 4 , two of the six hypotheses were confirmed.

The two hypotheses confirmed that teachers perceiving fulfillment of all needs in the hierarchical arrangement reported the greatest job satisfaction, and that the teachers perceiving fulfillment of all needs but one reported less job satisfaction than those perceiving fulfillment of all needs.

One of the hypotheses which was not confirmed suggested that teachers perceiving two of their higher level needs as fulfilled would report greater job satisfaction than those perceiving only one higher level need as fulfilled. Yet, in the study, the opposite occurred; those teachers who perceived fulfillment of their needs for security, affiliation, and self-esteem reported greater job satisfaction than those who perceived fulfillment of security, affiliation, self-esteem, and autonomy.

The other three unconfirmed hypotheses suggested that teachers who perceived fulfillment of only security or of both lower level needs would report job satisfaction scores indicating neither satisfaction nor dissatisfaction, and that teachers who perceived fulfillment of no needs would report job satisfaction scores indicating dissatisfaction. However, teachers who

perceived fulfillment of their needs for security and affiliation, teachers who perceived fulfillment of their needs for security, and teachers who perceived fulfillment of none of their needs all reported job satisfaction scores higher than the neutral point. These scores ruled out labelling teachers perceiving fulfillment of no needs as dissatisfied and teachers perceiving fulfillment of only lower level needs as neither satisfied nor dissatisfied.

Although the job satisfaction scores were higher than predicted in some of the hypotheses, with the one exception of the time when the need for autonomy was added, as perceived fulfillment of needs increased, job satisfaction scores increased as well. Therefore, the basic relationship suggested in the hypotheses held up; the more of their needs teachers perceived as fulfilled through their jobs, the more job satisfaction they reported.

Table 5 summarizes data regarding the research questions. Two-tailed tests of significance were used to probe the research questions since the direction of relationships was not predicted.

TABLE 5

SUMMARY OF THE DATA CONCERNING THE RESEARCH QUESTIONS

	The Question in Statement Form	Significant Effect at .05 Level	Summary of Finding
Q 1a	Gender has a significant relationship with job satisfaction.	Yes	Females are more satisfied than males.
Q 1b	There is a significant relationship between gender and needs fulfillment.	No	
Q 2a	Age has a significant relationship with job satisfaction.	No	There is a trend toward significance. Satisfaction is greatest among teachers 21-30 years old, drops to its lowest point among those 31-40 years old, then increases and levels off.
Q 2b	There is a significant relationship between age and needs fulfillment.	No	
Q 3a	Marital status has a significant relationship with job satisfaction.	No	
Q 3b	There is a significant relationship between marital status and needs fulfillment.	Yes	A small number of single, married, and widowed teachers indicated fulfillment of most or all needs. No other teachers did.

TABLE 5 (continued)

	The Question in Statement Form	Significant Effect at .05 Level	Summary of Finding
Q 4a	Salary has a significant relationship with job satisfaction.	Yes	An inverse relationship exists. As income increases, job satisfaction declines.
Q 4b	There is a significant relationship between salary and needs fulfillment.	No	
Q 5a	Family income has a significant relationship with job satisfaction.	Yes	Those making the least are the most satisfied. All others are much less satisfied, though not in decreasing order.
Q 5b	There is a significant relationship between family income and needs fulfillment.	No	
Q 6a	Length of service has a significant relationship with job satisfaction.	Yes	The relationship is curvilinear. As length of service increases from under 5 years to 11-20 years, job satisfaction decreases. From 21-30 years service on, job satisfaction increases.
Q 6b	There is a significant relationship between length of service and needs fulfillment.	No	

TABLE 5 (continued)

	The Question in Statement Form	Significant Effect at .05 Level	Summary of Finding
Q 7a	Absence for personal illness has a significant relationship with job satisfaction.	Yes	Most satisfied were those who did not teach last year followed by those with fewer than 5 days absence. Those with greatest absence were least satisfied.
Q 7b	There is a significant relationship between absence for personal illness and needs fulfillment.	No	
Q 8a	Absence for family illness has a significant relationship with job satisfaction.	No	
Q 8b	There is a significant relationship between absence for family illness and needs fulfillment.	No	
Q 9a	Size of school has a significant relationship with job satisfaction.	Yes	Teachers in schools with fewer than 900 students are more satisfied.
Q 9b	There is a significant relationship between size of school and needs fulfillment.	No	

TABLE 5 (continued)

	The Question in Statement Form	Significant Effect at .05 Level	Summary of Finding
Q10a	Availability of resources has a significant relationship with job satisfaction.	Yes	The more available teachers perceive resources to be for books, supplies, field trips, and special projects, the more job satisfaction they report.
Q10b	There is a significant relationship between availability of resources and needs fulfillment.	Yes	Teachers who see funding as adequate report a wider range of needs fulfillment responses.

One may conclude from Table 5 that gender, school size, salary, family income, length of service, absence for personal illness, and availability of resources had significant relationships with job satisfaction. Marital status, absence for family illness, and age did not have significant relationships with job satisfaction, though a trend toward significance was found for age. Thus, the significant relationships found between the demographic variables and job satisfaction were numerous.

From Table 5 one may also conclude that no significant relationships were found between needs fulfillment and gender,

age, size of school, salary, family income, length of service, absence for personal illness, and absence for family illness. Significant relationships were found between needs fulfillment and resource availability and between needs fulfillment and marital status. Overall, the significant relationships found between the demographic variables and needs fulfillment were few.

Further Examination of the Relationships Between the Control Variables and Job Satisfaction

Stepwise regression (SPSS, 1976) was used to examine further the relationship between the demographic variables and job satisfaction. This procedure examined the strength of association and the predictive value of the ten demographics and job satisfaction. Results found perception of availability of resources and length of service as contributing independently to and serving as mild predictors of job satisfaction.

Conclusions

Job Satisfaction

The basic relationship between job satisfaction and needs fulfillment was confirmed in the study and illustrated by the job satisfaction scores which generally increased and declined as did the number of needs teachers perceived as fulfilled.

Needs Hierarchy

In the study, the Schaffer instrument was used to design a hierarchical arrangement of needs, consistent with Porter's (1963) adaptation of Maslow's (1954) hierarchy. The large number of respondents, 38.4 percent, who did not fit into the hierarchical arrangement of needs suggested the following problems with the study's design:

1. The study assumed that teachers who indicated fulfillment of higher level needs through their jobs would also indicate fulfillment of lower level needs through their jobs. The study did not provide for the possibility that teachers seek and find fulfillment of some of their needs in areas of their lives other than teaching.
2. Still recovering from a recent strike and its financial penalties, many of the teachers surveyed were especially disheartened over salary issues. With security needs at the base of the hierarchy, if teachers did not perceive their security needs as met, they never entered into the hierarchy, no matter which other needs they reported as fulfilled.

These considerations suggest that perhaps the greatest problem was that the needs were put in any particular arrangement at all. The work of Vroom (1964) and others maintains that what fulfills one person's needs may be virtually meaningless to someone else; thus, needs and fulfillment cannot be so simply and clearly mapped out as other theorists would have them. The results of the study suggest abandoning

the hierarchical arrangement of needs.

The Relationship Between the Control Variables and Job Satisfaction

Most of the demographics, gender, length of service, salary, family income, absence for personal illness, size of school, and perception of availability of resources, were found to have significant relationships with job satisfaction. Age had a trend toward a significant relationship with job satisfaction. Many of these findings are supported by data from previous research.

Stepwise regression (SPSS, 1976) found perception of availability of resources and length of service as contributing independently to and serving as mild predictors of job satisfaction.

What this finding might well suggest is that attitude plays an important role in job satisfaction. Within the same school system, many teachers most likely had the same availability of resources. Yet, some teachers perceived funding to be little, some to be adequate, and some to be abundant. The more available teachers saw resources to be, the more job satisfaction they reported. Perhaps this connects with the fact that some persons seem to see things in a more positive light than others do. Someone who rates a particular aspect of the job positively may be more apt to positively rate the job in general. Similarly, attitude may be tied to length of service. Someone who comes to teaching probably has an

interest in or enthusiasm for the job. Someone who stays in teaching finds something attractive enough or some reason worthwhile enough to continue.

The findings of these two demographic variables, perception of availability of resources and length of service, as mild predictors of job satisfaction, point again to the importance of recognizing the individual teacher. It seems worth noting that since both of these variables are related to attitudes, attitudes concerning resource availability and attitudes which prompt a teacher to continue in teaching, they are different types of variables from most of the other demographics. Attitudes are more apt and more able to be changed, more individual and thereby less able to be reckoned with by general programs and prescriptions.

The Relationship Between the Control Variables and Needs Fulfillment

The only control variables found to have significant relationships with needs fulfillment were marital status and perception of availability of resources. Problems with the use of the instrument to measure needs fulfillment and with the arrangement of needs in a hierarchical order may contribute to an explanation for the small numbers of significant relationships between the control variables and needs fulfillment found in the study.

Reconceptualization

A review of literature suggested that job satisfaction is related to fulfillment of needs. A substantial amount of literature connects job satisfaction with fulfillment of a hierarchy of needs beginning with the most basic human needs and progressing to self-actualization. Too often, employers offer and unions demand only those rewards which satisfy lower level needs. As benefits have increased over the years, the lower level needs of teachers have been met to a great extent. Yet, higher level needs, self-esteem, autonomy, and self-actualization, are still unfulfilled for many teachers.

In light of this, it was hypothesized that teachers who perceived none of their needs as fulfilled through their jobs would be dissatisfied with teaching; that teachers who perceived only their lower level needs as fulfilled through their jobs would be neutral, neither satisfied nor dissatisfied with teaching; and that teachers who perceived some or all of their higher level needs as fulfilled through their jobs would be more or less satisfied, depending upon the number of needs perceived as fulfilled.

In addition to the hypotheses, the relationships between ten control variables, age, gender, marital status, salary, family income, length of service, size of school, absence

for personal illness, absence for family illness, and perception of availability of resources, and both job satisfaction and needs fulfillment were investigated through the research questions.

Through a review of the data collected in the study, it was learned that a significant relationship does exist between job satisfaction and needs fulfillment, but that the ability to relate job satisfaction to a hierarchical arrangement of needs is unlikely. In the study, the means used to measure needs eliminated any teacher who indicated fulfillment of any higher level need if he or she had not indicated fulfillment of lower level needs. Over one-third of the respondents were eliminated for this reason. It was, therefore, concluded that needs are not necessarily perceived and fulfilled in so clear cut an arrangement as a hierarchy.

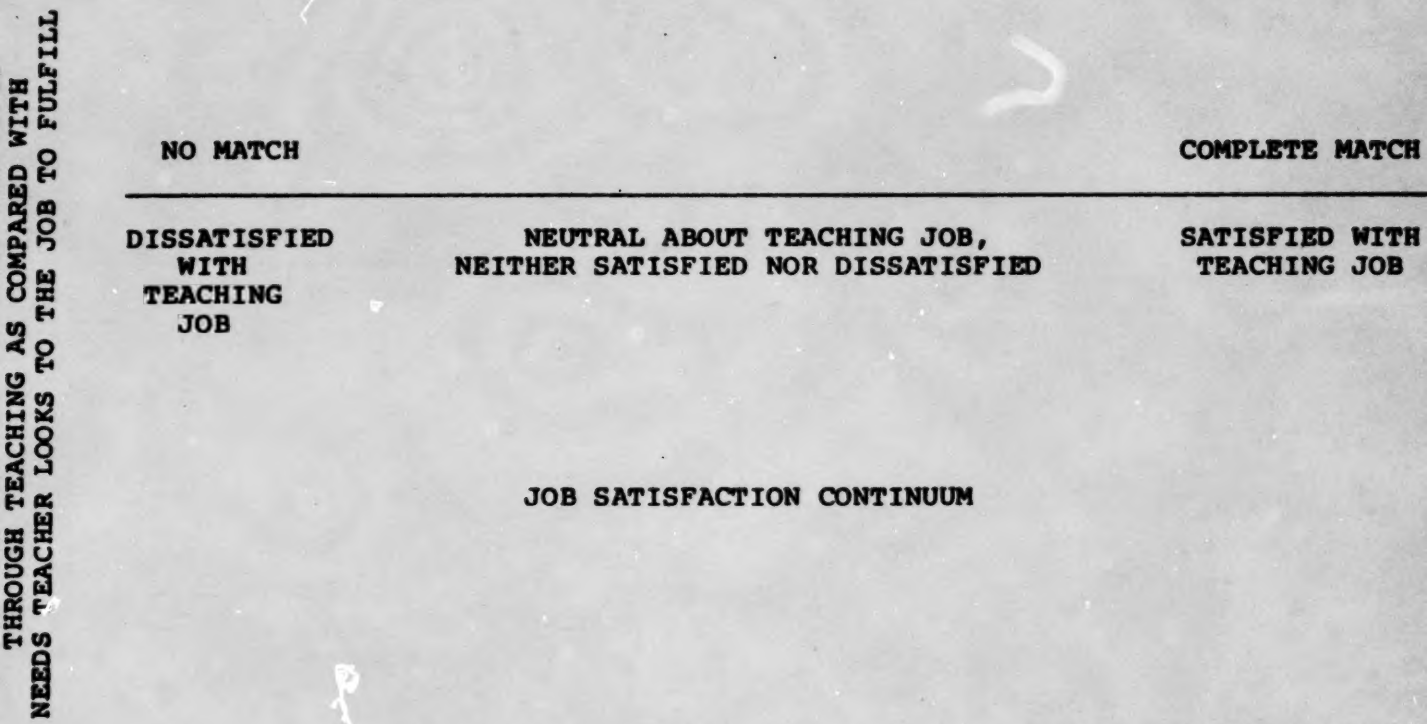
An alternate body of literature (Vroom, 1964; Armstrong, 1977; and others) to that of Maslow (1954), Porter (1963), and others, was found in the review of literature, but not built upon in the formulation of the hypotheses. Such literature suggests that because personalities are different, people are more or less easily satisfied through a job. What fulfills the needs of one person may be considerably different from what fulfills the needs of another.

An examination of the data gathered and analyzed in the

study and a subsequent look at the literature already reviewed gives reason to reconceptualize the manner in which needs fulfillment relates to job satisfaction. Figure 3 illustrates the reconceptualization. As shown, job satisfaction is reported when what a teacher perceives himself as getting through a job matches what he perceives himself as needing from the job. Dissatisfaction is reported when there is no such match. Satisfaction increases as the match increases between what the teacher wants and what the teacher gets through the teaching job.

In order to increase job satisfaction among teachers, school districts must offer teachers opportunities to seek fulfillment of whatever needs they, as individuals, look to the job to fulfill. For teachers who seek security through teaching, school districts can offer adequate financial compensation and the reassurance of job security. For teachers who seek affiliation through teaching, school districts can offer helpful supervision and the time and flexability to work closely with other adults. For teachers who seek self-esteem through teaching, school districts can provide recognition of effort and performance. For teachers who seek autonomy through teaching, districts can provide chances to share in decision-making and to direct the work of other adults. For teachers seeking self-actualization through teaching, school districts can offer routes to

Figure 3. Reconceptualization of the Relationship Between Job Satisfaction and Needs Fulfillment.


THROUGH TEACHING AS COMPARED WITH
NEEDS TEACHER LOOKS TO THE JOB TO FULFIL
NO MATCH
COMPLETE MATCH
DISSATISFIED WITH TEACHING JOB
NEUTRAL ABOUT TEACHING JOB, NEITHER SATISFIED NOR DISSATISFIED
SATISFIED WITH TEACHING JOB
JOB SATISFACTION CONTINUUM

fuller personal and professional development. Overall, districts must recognize the individuality of teacher needs and must encourage teachers to clarify their needs and to pursue fulfillment of them through the many avenues available in their teaching jobs.

Implications for Efforts Toward Job Satisfaction

The data gathered in the study affirms the relationship between job satisfaction and needs fulfillment. Conclusions drawn from the study support the notion that needs are not necessarily fulfilled hierarchically and that job satisfaction depends upon fulfillment of whatever needs the individual seeks fulfillment of through the job.

Vroom's (1964) theory that some workers are by nature of their personalities more or less easily satisfied than others could lead to the notion that there are three groups of teachers: those who will always be satisfied with their jobs, those who will always be dissatisfied with their jobs, and those who could go either way. The connection between burnout and job satisfaction seems to involve the third group. Burnout often is the cause of satisfied teachers becoming dissatisfied teachers. Pines and Aronson (1981) say that a fire must have been aglow in a worker for him or her to burn out.

There are surely many routes yet to explore to clarify the relationship between job satisfaction and needs

fulfillment among teachers and, thereby, to gain further insights into teacher burnout. Articles, books, and workshops about burnout are now in such abundance, and burnout is labelled a problem in so many different occupations that an article called "The Burnout of Almost Everyone" (Morrow, 1981) suggests that the term has become faddish, despite its serious implications.

Yet, formal efforts to improve the teaching environment and, thereby, to increase job satisfaction among teachers seem to be few. Unions which include contract proposals to improve the teaching environment often withdraw them in favor of salary and benefit concerns. School boards often see the costs of programs to increase job satisfaction as unnecessary frills. And, all too often, taxpayers see only the long vacations and short hours of teachers and consider requests for funding to increase job satisfaction to be preposterous. Some means of altering the teaching environment to increase job satisfaction do not involve money, but involve changes in attitudes and distribution of responsibilities and control. Unless efforts to improve job satisfaction, whether through monetary or nonmonetary means, become more commonplace, a grim picture may well be painted for the physical and mental health of many teachers.

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